DOCUMENT RESUME

ED 117 519 CE 006 199

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TITLE A Manual for Developing and Implementing the ESL/ABE Program. Book 2. Handbook for the ESL/ABE Administrator.
INSTITUTION Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.
SPONS AGENCY Illinois State Office of Education, Springfield. Adult and Continuing Education Section.
PUB DATE Jun 75
NOTE 55p.; For related documents, see CE 006 198 and CE 006 200

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS *Administrator Guides; *Adult Basic Education; Educational Administration; Educational Finance; Educational Planning; Educational Programs; *English (Second Language); Manpower Development; *Program Administration; Program Design; *Program Development; Program Effectiveness; Program Evaluation; Program Planning; Records (Forms); Staff Improvement; Staff Utilization

ABSTRACT

The handbook provides for the administrator of Adult English as a Second Language Programs detailed information in the following areas of program design: program requirements and funding, program development, program implementation, staff development, and program evaluation. The discussion of each of these areas is subdivided topically and, where appropriate, provides supplementary records and forms useful in aiding program administration. (JR)

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HANDBOOK FOR THE ESL/ABE ADMINISTRATOR

A MANUAL FOR DEVELOPING AND IMPLEMENTING THE ESL/ABE PROGRAM: BOOK TWO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ENGLISH AS A SECOND LANGUAGE FOR ADULTS
ILLINOIS ESL/ABE SERVICE CENTER
ARLINGTON HEIGHTS, ILLINOIS

HANDBOOK FOR THE

ESL / ABE ADMINISTRATOR

A MANUAL FOR DEVELOPING AND IMPLEMENTING

THE ESL / ABE PROGRAM

BOOK 2

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The development of this handbook was funded under a special project grant to the Northwest Educational Cooperative from the Illinois Office of Education, Department of Instruction, Adult and Continuing Education Section. The opinions expressed in this publication do not necessarily reflect the position or policy of the Northwest Educational Cooperative or the Illinois Office of Education, Department of Instruction, Adult and Continuing Education Section, and no official endorsement should be inferred.

BILINGUAL EDUCATION SERVICE CENTER

Arlington Heights, Illinois

June 1975

TABLE OF CONTENTS

Book 2	A Manual for Developing and Implementing the ESL/ABE Program	5
2.1	Identify Program Requirements/Funding	5
2.1.1	Identify Federal Requirements	5
2.1.2	Identify Federal Funding	5
2.1.3	Identify State Requirements	5
2.1.4	Identify State Funding	5
2.1.5	Identify Local Requirements	5
2.1.6	Identify Local Funding	6
2.2	Program Development	6
2.2.1	Identify Target Population	6
Chart 2.1	Adult Education	7
2.2.2	Identify Student Needs	8
2.2.3	Developing a Program	8
2.2.4	Developing Measurable Objectives	9
2.2.5	Identify Physical Facilities	9
2.2.6	Identify Staffing Needs	9
2.2.6.1	Instructional Staff	9
2.2.6.2	Paraprofessional Staff	11
2.2.6.3	Recruiting Staff	11
2.2.2 (A)	Sample Questionnaire – ESL/ABE Student Needs	12
2.2.2 (B)	Sample Questionnaire – Goals in English Language	15
Form 2.2.7 (A)	Cumulative Monthly Claim Form	16
Form 2.2.7 (B)	Cumulative Monthly Claim Form	18
2.2.6.4	Administrative Staff	20
2.2.7	Developing a Budget	20
2.3	Program Implementation	21
2.3.1	Informing the Community	21
2.3.1.1	Prepare Program Information	21
2.3.1.2	Develop and Refine Techniques to Promote the Program	22
2.3.1.3	Scheduling Designs	22
2.3.2	Materials Evaluation and Selection	23
2.3.2.1	Selecting Materials	23
2.3.3	Maintaining Student Records	24
2.3.3.1	Checklist	24
2.3.3.2	Registration and Enrollment	25
2.3.3.3	Attendance Records	26
2.3.4	Retention	27
2.3.5	Follow-up	28
2.3.6	Student Testing and Placement	28
2.3.7	Utilizing the Community	29
2.3.7.1	Summary of Community Assistance Agencies	30
2.3.7.2	Advisory Committee	33
Figure 2.3.2.1	ESL Materials Evaluation Form	34
Figure 2.3.5 (A)	Information Checklist	38
Figure 2.3.5 (B)	Follow-up Letter for Program Drop-outs	39
Figure 2.3.6 (A)	Reading Level Certification	40
Figure 2.3.6 (B)	The Information Sheet as a Placement Instrument	41

Figure 2.3.6 (C)	Student Registration Form	45
2.4	Staff Development	47
2.5	Program Evaluation	48
Figure 2.5 (A)	Class Practices Evaluation	49
Figure 2.5 (B)	Class Evaluation	50
Figure 2.5 (C)	Student Evaluation	52

2. A MANUAL FOR DEVELOPING AND IMPLEMENTING THE ESL/ABE PROGRAM

2.1 IDENTIFY PROGRAM REQUIREMENTS/FUNDING

The program administrator should become aware of those requirements mandated by the various public agencies under whose auspices his program is funded. No program should be developed which includes areas contrary to federal, state or local requirements in order to avoid the risk of possible loss or reduction of funding.

2.1.1 IDENTIFY FEDERAL REQUIREMENTS

While of limited use to local program administrators, a general familiarity will avoid such situations as offering ESL classes to students under 16 years of age.

2.1.2 IDENTIFY FEDERAL FUNDING

The major source of federal funding for ESL/ABE programs has been PL 91-230. A chart outlining the various funding sources is included in this section.

2.1.3 IDENTIFY STATE REQUIREMENTS

The program administrator should be familiar with those guidelines, regulations, policy requirement forms, and reporting procedures required by the Illinois Office of Education. The Illinois Office of Education regional supervisor can provide assistance in obtaining adequate information to prepare proposals which meet both federal and state requirements.

Regional Offices of the Adult and Continuing Education Section, Illinois Office of Education:

Springfield	*Chicago*	*Mt. Vernon*
100 North First Street	188 West Randolph	2413 West Broadway
62777	60601	62864
(217) 782-3370	(312) 793-2232	(618) 242-1676

2.1.4 IDENTIFY STATE FUNDING

Illinois state funding has been available under Section 3-1 of the School Code, Illinois Adult Education Act. Please see Chart 2.2: Adult Education—Sources of Funds.

2.1.5 IDENTIFY LOCAL REQUIREMENTS

Those areas which are not mandated by Federal or State law may be required by local agencies such as the local community college or high school board. You should be thoroughly familiar with these regulations.

While state teacher certification is not required to teach ESL in ABE programs, local districts may have unique requirements. Some local districts require a state certificate while others have no requirements at all. In any case, you will need to be familiar with local regulations.

2.1.6 IDENTIFY LOCAL FUNDING

Local agencies, associations, government offices, business and industry may be potential sources of supplementary funding.

2.2 PROGRAM DEVELOPMENT

Prior to instituting a program it is necessary to submit a written proposal to the Adult and Continuing Education Section of the Illinois Office of Education.

All proposals should follow the format outlined in the Adult and Continuing Education Guidelines. Assistance in developing the initial proposal will be provided by the appropriate Regional Offices of the Adult and Continuing Education Section, Office of Education (see Section 2.1.3).

2.2.1 IDENTIFY TARGET POPULATION

Areas of information might include:

- population statistics
- age of population
- educational levels of population
- economic levels of population
- chief employment areas
- national background of population
- geographic area served
- present educational offerings in area

United States Government Sources

- 1970 Census
- Government Printing Office
- Information from Legislators
- Regional Health, Education and Welfare Office
- Regional Labor Department Office
- Immigration and Naturalization
- MDTA Office
- CETA Office
- Professional Associations (NAPCAE, TESOL)

State Resources

- State Manuals and Directories
- Employment Security, Mental Health and Education Materials
- College and University Extension Centers
- State Legislators
- Office of Education
- Public Aid
- Bilingual Education Service Center
- Illinois Adult Education Association (IAEA)
- Public Adult and Continuing Education Association (PACE)
- Illinois Teachers of English to Speakers of Other Languages

Local Sources

- Welfare and Health Agencies
- School Districts

CHART 2.1

Adult Education

I Education Amendments of 1974	II Section 10.22-20 School Code Federal SRS Amendments	III 3-1 of School Code
A) P.L. 91-230 as amended idiom: Title III	A) Public Aid	A) Illinois Adult Education Act
B) Programming	B) Programming	B) Programming
1) ABE	1) ABE	1) Elementary Credit 2) High School Credit 3) Americanization (ESL) 4) GED
a) 0-12 Level of Instruction b) Priority (Reading Test Determines) c) 0-8 d) 9-12 (20% Limit)	a) 0-12 Education b) No limitation on GED on 9-12 c) Child Care d) Transportation e) Vocational Training	
C) Funding*	C) Funding	C) Funding
1) Federal Matching 7/1-6/30 2) 100% 90/10—90% Federal, 10% State 3) Free 4) Out of school youth, 16 and older	1) Federal 7/1-6/30 2) 100% 75/25—75% Federal, 25% State 3) Free 4) Public Aid Recipient Only	1) State 7/1-6/30 2) $5.25 per clock hour 3) Tuition

**Community colleges are given monies for tuition with State apportionment funds from the Illinois Community College Board.*

KEY TO CHART 2.1

A = SPECIFIC LEGISLATION
P = AREAS OF INSTRUCTIONAL SERVICES
C = FUNDING

1 = Source
2 = Reimbursement
3 = Costs to Participant
4 = Eligibility

- Chambers of Commerce
- Newspapers
- Telephone Directories
- Community Service Agencies
- Religious and Church Affiliated Organizations
- Local Labor Union Offices
- Other Local ABE Programs

2.2.2 IDENTIFY STUDENT NEEDS

Consult:

- local program counterparts
- local bilingual programs
- related local, state and federal agencies
- local ethnic, fraternal and religious groups
- former students
- local business and industry
- local schools and training facilities

Methods which can be used to collect the information include:

- distributing questionnaire to community agencies
- distributing questionnaire or needs assessment to potential students
- telephone interviews with heads of agencies serving the community
- telephone interviews with community residents
- personal interviews with agency heads
- personal interviews with community residents

Cost benefits must be considered when evaluating and selecting information and information gathering needs. Some means of assessing student needs take more time, effort and money than others, but may provide important benefits in public relations and useful information.

For your information samples of student needs assessment questionnaires are included (see Sample Questionnaires 2.2 [A] and 2.2 [B]).

2.2.3 DEVELOPING A PROGRAM

To meet the interrelated needs of adult ESL students, it is necessary to distinguish between a course and a program. A course usually means a regularly scheduled instructional session lasting for some specified period of time (i.e., 8 weeks, 16 weeks, 39 weeks) concerning one isolated area of study. A program consists of a complete series of related and highly integrated units or areas of study. In order to meet the Six Goals of ESL/ABE it is necessary to develop a core program (see Section 3—*A Planning Guide for Developing the ESL/ABE Instructional Program Introduction).*

2.2.4 DEVELOPING MEASURABLE OBJECTIVES

To determine the extent to which the Six Goals of ESL/ABE are being satisfied, you need to develop measurable student objectives. Section 3 of the Manual provides an extensive listing of such objectives grouped according to each of the Six Goals they address.

2.2.5 IDENTIFY PHYSICAL FACILITIES

To the extent possible, the following areas should be taken into consideration when selecting facilities:

- parking
- accessibility
- lighting
- heating/air conditioning/ventilation
- rest rooms
- furnishings/size/quantity/flexibility
- storage
- acoustics
- space availability/size/flexibility
- amenities/food services

2.2.6 IDENTIFY STAFFING NEEDS

You should consider all of the following instructional staffing needs:

- instructional staff
- paraprofessional staff
- recruiting staff
- administrative staff
- secretarial/clerical staff
- volunteer staff
- child care staff
- supportive service staff

Any adult ESL administrator will need to consider carefully all of the staffing areas suggested above. Exclusion of any area should be avoided whenever possible and a budget item commitment should be explicitly included for each category in the proposal developed for funding.

2.2.6.1 INSTRUCTIONAL STAFF

The heart of the program is the teaching staff. Recognizing the scarcity of qualified, trained ESL teachers, program administrators nevertheless should not sacrifice the quality and success of the program, but should continuously search for qualified, experienced teachers.

An administrator should consider such areas as:

1. Demonstrated native or near-native fluency in English
2. Understanding, acceptance and empathy for adults from a variety of non-English speaking backgrounds
3. Enthusiasm, patience, warmth and flexibility
4. Understanding of adult learners
5. Demonstrated teaching ability in ESL
6. Knowledge, understanding and appreciation of non-American and American ethnic-cultures
7. Knowledge of ESL methods and techniques
8. Practical experience in ESL instruction
9. Ability to diagnose language needs and provide appropriate instructional experiences
10. Professional degree

Priorities of Hiring

The possibility of fully staffing your program with individuals exhibiting the ten criteria listed above is remote. However, the criteria have been listed in order of priority from that of the greatest (1) to the least (10). It goes without saying that the teacher should have native or near-native fluency with all aspects of the language. This is a must for all instructors. Items (2) and (3) are almost interchangeable and indeed it is difficult to understand how one could exist without the other. The administrator should seek to employ those individuals who can bring to the program as many of the ten competencies as possible, giving priority to the first five items.

Is it mandatory that the ESL teacher speak the language of the students? The answer, of course, is not simple. In cases where there are a multiplicity of language backgrounds represented in the class, a bilingual teacher is decidedly *not* required. Often, even with a homogeneous language background, the teacher is better off *NOT* speaking or at least *using* the students' vernacular language. In such a case this often becomes a crutch and instruction is disintegrated into talk *about* English in Chinese, Tagalog, Italian, Spanish or whatever rather than talk *in* English. Bilingual ability for the ESL teacher, then, is *not* required.

Locating Capable Teachers

1. Maintain a list of potential candidates. Sources for this list might include:

   - ESL administrative counterparts
   - University and college placement offices
   - University TESOL Departments
   - Advertisements in local newspapers
   - Illinois TESOL Affiliate
   - Bilingual Education Service Center

2. Have candidate complete written application

3. Secure professional vitae, credentials and recommendations

4. Arrange to observe a teaching demonstration by the candidate in your program if possible. If this is not possible, any teaching demonstration should be arranged

5. Direct personal interview with you, your staff and your students

2.2.6.2 PARAPROFESSIONAL STAFF

The complementary component of teacher and student in the instructional team is the paraprofessional. The paraprofessional works directly with the teacher and the student. Additionally, the aide will be required to work with the entire supportive staff. Attitudinal qualifications basic to teaching staff members should be expected of paraprofessionals. Additional qualifications should include:

- Ability to relate to and maintain rapport with adults, students, teachers, other staff and community members
- Ability to identify with the students
- Understanding of their own responsibilities
- Ability and willingness to follow directions of teachers
- Residence within the community
- Participation in pre-service and in-service training
- Knowledge and understanding of problems faced by students
- Knowledge of student language

Suggested Duties:

- Instructional assistant
- Tutor
- Substitute teacher
- Recruiting
- Record keeping
- Public relations
- Community liaison
- Care of teaching materials
- Nursery
- Reproduction of materials
- Visual aid specialist
- Check rolls
- Call on absentees
- Perform other duties as directed by the teacher

2.2.6.3 RECRUITING STAFF

A valuable adjunct to the program is a full or a part-time recruiter. A major responsibility of the recruiter would be to act as a liaison between the program and the community it serves, bringing both together.

Sample Questionnaire 2.2.2 [A]

ESL/ABE STUDENT NEEDS

Name _____ Social Security No. _____

Address _____

Telephone No. _____ Date _____

What I Want to Know	How Important Is It?			Comments
Language Goals	Very Important	Important	Not Important	
Speaking				
Pronunciation				
Reading				
Writing				
Increased Vocabulary				
Job Related Vocabulary				
Listening Skills				
Information Goals				
Emergency Services (Health, Fire, Police, Accident, Legal)				
How to Use the Phone				
Insurance (Auto, Health, Life)				
Driver's License Information				

Based on a form used in the William Rainey Harper ESL/ABE Program, Palatine, Illinois

Sample Questionnaire 2.2.2 [A] – Contd.

What I Want To Know	How Important Is It?			Comments
	Very Important	Important	Not Important	
How to Become a Citizen				
Social Security (Disability, Medicare, Retirement, Corrections)				
Community Services (Food Stamps, Public Aid, Library, Voting Recreation, Consumer Fraud)				
Long Range Goals				
Eighth Grade Diploma				
GED Certificate				
Vocational Training Opportunities				
Professional Training				
Employment Goals				
Job Forms (Applications, Time Cards, Leave of Absence)				
Employment Opportunities				
Unions				
Tests for Job Upgrading				
Job Related Math				
Consumer Education Goals				
Payroll Deductions				
Income Tax				

Sample Questionnaire 2.2.2 [A] – Contd.

What I Want To Know	How Important Is It?			Comments
	Very Important	Important	Not Important	
Credit	_____	_____	_____	
Managing Your Money	_____	_____	_____	
Checking, Savings Account	_____	_____	_____	
Rent Problems	_____	_____	_____	
Salesmen Problems	_____	_____	_____	
Advertising	_____	_____	_____	
Use of Newspaper	_____	_____	_____	
Other Goals	_____	_____	_____	
. . . . .	_____	_____	_____	
. . . . .	_____	_____	_____	

How many times a week would you like each class to be? . . . . . 2 ☐ 3 ☐ 4 ☐ Other _____

How many hours would you like each class to be? . . . . . 3 ☐ 4 ☐ 5 ☐ Other _____

ADDITIONAL COMMENTS:

Sample Questionnaire 2.2.2 [B]

GOALS IN ENGLISH LANGUAGE

Name _____ Date _____

What I Want to Know	How Important Is It?		
Language Goals	**Very Important**	**Important**	**Not Important**
Speaking	☐	☐	☐
Pronunciation	☐	☐	☐
Reading	☐	☐	☐
Writing	☐	☐	☐
Vocabulary	☐	☐	☐
Listening Skills	☐	☐	☐
Information Goals			
How to Use Telephone	☐	☐	☐
Citizenship	☐	☐	☐
Community Services (Library, Recreation, Family Aid)	☐	☐	☐
Emergency Services (Police, Fire, Legal)	☐	☐	☐
Health Services	☐	☐	☐
Family Budget & Money Management	☐	☐	☐
Employment (Applications, Opportunities)	☐	☐	☐

Developed by the Elgin YWCA, 220 E. Chicago Street, Elgin, Illinois 60120

Form 2.2.7 [A]

CUMULATIVE MONTHLY CLAIM FORM FOR ADULT EDUCATION CLASSES
Section 10-22.20 of the Illinois School Code

	Approved Budget	July	August	September	October	November
A. Instruction						
1. Salaries						
2. Benefits						
B. Administration						
1. Salaries						
2. Secretarial or clerical						
3. Benefits						
4. Other						
C. Guidance and Counseling						
1. Salaries						
2. Benefits						
3. Other						
D. Testing Materials						
E. Instructional Materials						
F. Text Materials and Aids						
G. Buildings and Facilities						
1. Custodial						
a. Salaries						
b. Benefits						
d. Custodial supplies						
2. Utilities						
3. Building						
a. Rental						
b. Maintenance						
H. New Equipment						
A to H – SUB-TOTAL						
J. Staff Development						
K. Transportation						
L. Child Care						
Monthly Cost Computation						
Cumulative Cost Computation						
Monthly Generated Computation						
Cumulative Generated Computation						

_____Fiscal Year

December	January	February	March	April	May	June	Yearly Totals

Form 2.2.7 [B]

CUMULATIVE MONTHLY CLAIM FORM FOR FEDERAL ADULT EDUCATION ACT

	Approved Budget	July	August	September	October	November
A. Instruction						
1. Salaries						
2. Benefits						
TOTAL SECTION A						
B. Administration						
1. Salaries						
2. Clerical						
3. Benefits						
4. Other						
TOTAL SECTION B						
C. Guidance & Counseling						
1. Salaries						
2. Benefits						
3. Other						
TOTAL SECTION C						
D. Testing Materials						
E. Instructional Materials						
F. Text Materials & Aids						
H. New Equipment						
A to H – SUB-TOTAL						
J. Staff Development						
I. Indirect Cost Rate						
1. Monthly Indirect Cost						
2. Cumulative Indirect Cost						
Monthly Cost Computation						
Cumulative Cost Computation						
Monthly Generated Computation						
Cumulative Generated Computation						

_____Fiscal Year

December	January	February	March	April	May	June	Yearly Totals

In addition to the attitudinal qualities given for teachers and paraprofessionals, the recruiter should:

- have intimate knowledge of the community and the program
- speak the language of the dominant student community
- have knowledge of public relations, program promotion and community relations

2.2.6.4 ADMINISTRATIVE STAFF

Staffing for the administrative position is extremely critical because individuals in a leadership position can help or hinder a program. Candidates for an administrative position should, in addition to already cited attitudinal qualifications, possess the following qualifications:

- previous adult administrative experience
- previous ESL teaching or administrative experience
- flexibility in working with staff and community service work
- background experience and knowledge of funding agencies and requirements
- background experience and knowledge in proposal writing
- background experience and knowledge in materials development and selection
- experience and training in staff development

2.2.7 DEVELOPING A BUDGET

Every proposal submitted for funding approval is required to develop a budget based on the Guidelines developed by the Adult and Continuing Education Section of the Illinois Office of Education. The categories suggested in these guidelines form the basis for budget development. ESL administrators should be aware that publicity, recruitment, etc. are not funded per se, but rely on generated student hours—both in the public schools and community colleges.

The program Administrator should bear in mind that the administrative unit through which the ESL/ABE program is funded, whether it is a local high school district, a community college or a cooperative district, will process all disbursements and expenditures through its business office. It is helpful to develop your working budget to coincide with or at least reflect that followed by the administrative business unit.

A second area of concern in setting up the budget should be the maintenance of an up-to-date, accurate record of disbursements. Such a record should include:

1. Tie-in and coordination to major administrative districts disbursement categories

2. Use of one page for each budget line item

    - Each entry should include date; purchase order number; check or cash voucher number; date; dollar amount; item name and description; purpose; vendor plus total remining in budget item

- Keep a running total of amount expended, deducted from total amount allocated, thus maintaining a running record of current balance

In addition to maintaining a separate record of disbursements per budget line item, it is suggested that administrators maintain a cumulative running account of total disbursements made for all approved budget line items. A monthly cost would be computed and carried each month to reflect the total program cost to date. The same records would be maintained for monthly generated income and for cumulative generated income. This system provides a complete, simple record of total program expenditures and generated income to date. The two following sample forms provide a suggested format for maintaining these twelve-month cumulative records (Form 2.2.7 [A], Cumulative Monthly Claim Form for Adult Education Classes–Section 10-22.20 of the Illinois School Code; Form 2.2.7 [B], Cumulative Monthly Claim Form for Federal Adult Education Act).

2.3 PROGRAM IMPLEMENTATION

2.3.1 INFORMING THE COMMUNITY

Develop an overall strategy to inform the community of the ESL program.

1. Involve all staff members
2. Consider use of a special recruiter who should be a representative of the target community
3. Develop a list of community groups representing:

   a) News media
   b) Local government agencies
   c) Business and industry
   d) Schools, colleges, universities
   e) Ethnic, fraternal and religious groups

2.3.1.1 PREPARE PROGRAM INFORMATION

You may wish to reproduce:

1. Leaflets
2. Brochures
3. Letters
4. Posters
5. Newspaper articles
6. Media announcements
7. Speeches

While recruitment, publicity, materials selection, maintenance of student records, testing, etc. are essential to the success of a program, it goes without saying that none of these is funded per se, but rely on generated student hours–both in the public schools and community colleges.

2.3.1.2 DEVELOP AND REFINE TECHNIQUES TO PROMOTE THE PROGRAM

1. Conduct telephone campaigns
2. Conduct door-to-door campaigns
3. Deliver individual speeches
4. Contact parents of children in Bilingual Programs
5. Distribute leaflets at local supermarkets, movie theatres, shopping centers
6. Distribute through local agencies such as community opportunity centers, local clubs, churches, civic centers
7. Publish in local news media
8. Utilize non-English speaking news media
9. Mail to former students
10. Utilize any existing vehicles which serve the community you want to reach
11. Institute an "each one/bring one" policy
12. Hold a cultural open house
13. Participate in programs and activities hosted by local community agencies

While certain techniques, such as item two, work best in certain areas, in this case highly urban areas, many of the listed techniques can be used by any one program. There are responsibilities a recruiter can perform if recruiting services have been included in the budget.

2.3.1.3 SCHEDULING DESIGNS

To serve the total community a director needs to plan for maximum program flexibility. In every community, large or small, there are workers and homemakers who are unable to attend evening classes due to work schedules. Try to schedule morning, early afternoon, late afternoon and weekend classes as well as evening classes to make opportunities available to all adults. At present if you can only have evening classes, consider adding one or two daytime classes. Gradually you can build a balanced program of daytime and evening classes or learning laboratory hours.

Some points to consider when scheduling:

1. Students should not receive fewer than three hours of in-class instruction per week.

2. A more desirable schedule is six hours of in-class instruction per week.

3. It is not desirable to schedule a class which meets only once a week. To maximize instructional efficiency and carry over, a class should meet at least twice a week.

4. Choose a location which permits all students to interact at least once during the evening.

5. Establish classes of not less than ten and not more than fifteen per class. Priority for reduced class loads should go to the Basic Groups. *Inability to meet this goal will ultimately result in an excessively high drop-out rate.*

6. Encourage staff and students to determine an appropriate class break. With three hours per evening, breaks might occur at the end of the first and second hours for a total of twenty minutes. A 2½-hour class might recess at the end of the first ninety minutes for fifteen minutes.

7. Schedule a sequential progression of instructional levels which meet simultaneously, allowing students to move freely from group to group as ability dictates.

8. If daytime space allocations are difficult to obtain in schools or colleges, consider facilities available in churches, community centers, store-fronts, local "Y's", etc.

9. Baby sitting/child care facilities should be included whenever possible. This critical supportive service can be included in the program if you have included this expenditure in the total budget allocated for "Indirect Costs." Additionally, local funding sources to underwrite this service should be actively sought.

10. Once a balanced full time language program has been established, consider adding special interest classes to the program in such areas as reading, mathematics, consumer education, citizenship, driver education, vocational English, business English.

2.3.2 MATERIALS EVALUATION AND SELECTION

2.3.2.1 SELECTING MATERIALS

The importance of ESL/ABE instructional materials to a sound program cannot be overemphasized. The selection of materials based on sound language acquisition principles will save teacher time and will aid him in utilizing his time well. Great care must be exercised in selecting materials. Some of the best or most common materials are intended for the fast-learning college student. The vocabulary is usually technical and highly specialized while the pace is generally faster than many adult ESL students can handle in their situations. Although students and teachers may go through the material, little will be learned and used by the student. On the other hand, we need to be cautious of those materials ostensibly for adults which are actually unsatisfactory adaptations of materials for children which reflect children's interests.

Generally, most second language materials are sequenced although each text has its individual variations. It is usually necessary to select material from the text which fits the majority of the students' needs and program goals and then adapt it, eliminate what is inappropriate and expand what is useful.

Publishers, quick to recognize the need for appropriate ESL/ABE material, are producing new books very rapidly. You and your staff have the responsibility and the authority to decide what materials will be used. An examination of the total range of materials available is the most satisfactory way to make this decision. This is, however, completely unfeasible. The ESL/ABE consultant staff is available to assist you in examining a reasonable range of materials. Some of the major factors to consider when selecting

materials are presented in the sample Materials Evaluation Form included in this section (Figure 2.3.2.1).

2.3.2.2 Some steps which you might follow in evaluating and selecting instructional materials include:

- reviewing program goals
- providing a vehicle for evaluators to record their views
- involving persons whose needs and abilities are similar to those who will use the material in the evaluation process
- involving the entire staff in some way in the evaluation process
- scheduling time for the staff to conduct such evaluations

2.3.3 MAINTAINING STUDENT RECORDS

2.3.3.1 The following checklist provides a detailed description of the range of information which might be included in the adult student's cumulative record file and some of the possible uses to which this information could be put:

1. Sources to Determine Student Needs:

   - Interviews
   - Registration data
   - Test data
   - Advisory committees
   - Transcripts
   - Veterans' records
   - Work experience records
   - Staff recommendations
   - Teacher reports
   - Other

2. Referral Services Offered:

   - Educational counseling
   - Vocational counseling
   - Personal-social counseling
   - Avocational counseling
   - Test interpretation
   - Group guidance
   - Other

3. Person Performing Service:

   - Administrator
   - Counselor
   - Paraprofessional
   - Teacher
   - Community agency representative
   - Other

4. Services Intended to Implement Following Goal(s):

   - Elementary diploma
   - High school diploma
   - Upgrading in basic skills
   - Fluency in English
   - Employability
   - Avocational activities
   - Placement
   - Other

5. Tests Administered for:

   - Literate
   - Non-literate

6. Types of Tests Administered:

- Intelligence
- Interest
- Aptitude
- Cultural
- Achievement
- Placement
- Attitudinal
- Other

7. Students' Records are:

- Made a part of cumulative files
- Made available to teachers
- Used to report to students
- Used in assessing student progress
- Used in annual reports
- Made the basis for counseling interviews
- Made available for staff meetings
- Used in program planning
- Used in curriculum planning
- Other

8. Public Informed Regarding Following Phases of Student Personnel Services:

- Determine additional study
- Determine reasons for drop-outs
- Determine on-the-job success
- Other

2.3.3.2 REGISTRATION AND ENROLLMENT

Prior to program start-up date articulate your enrollment procedure and develop those forms necessary to comply with required federal, state and local requirements. A suggested enrollment procedure follows:

1. Greet each student
2. Conduct oral interview
3. Assist student to fill out necessary forms
4. Collect and check each form for correctness and completion
5. Determine class level for each student
6. Assign student to a level
7. Provide student with a written record of room number, class meeting time(s) and date(s), names of teacher(s) and aides
8. Provide a brief facilities orientation
9. Escort student to class, introduce student to teacher
10. Provide teacher with a copy of student's complete program schedule
11. Establish individual folder for each student. Each folder should provide a cumulative record of all services, tests, etc.

The entire enrollment procedure may well take more than one day to complete. Steps 1, 3, 4 and 8 might be completed during the first meeting; with steps 2, 5, 6, 7 and 9 completed during the next meeting and finally at the third meeting you could complete steps 10 and 11.

If your program has sufficient staff to complete all of the steps expeditiously during the initial period by all means do so. If not, it is better to distribute the procedures so that students are not required to wait long hours before actually beginning their program.

Taken together the complete enrollment process might be so formidable to the student that the total effect could be negative, thus leading to the possibility of dropping out.

Three procedures which should be avoided in the enrollment process are:

- pre-registration by mail
- publication in one language only (try to provide translations of basic program information into as many other languages as possible)
- an enrollment period which is too compressed

2.3.3.3 ATTENDANCE RECORDS

Since the reimbursement to programs is based on attendance, maintaining accurate, complete records in this area is of critical importance. You should establish a system for recording and summarizing that data necessary for preparing required state and federal reports.

A record of the following information may be helpful:

- Name—alphabetically listed; surname, first name, middle initial
- Sex
- Selected Categories:
  - W = White
  - B = Black
  - AI = American Indian
  - O = Oriental
  - ONW = Other Non-White
  - C = Cuban
  - MA = Mexican American
  - SA = Spanish American (specify)
  - COR = Correctional Institution
  - H = Hospital
  - MIG = Migrant Worker
  - WEL = Welfare Recipient
- Date of Birth: month, day, year
- Age
- Date of entry into program
- Social Security Number
- Telephone Number
- Address
- Occupation
- Enrollment Status:
  - N = New student, date
  - R = Reentering student, date
  - W = Withdrawn, date
  - C = Completion, date
  - T = Transferred, date, transferred to
- Recording Daily Attendance:
  - Record of attendance must be maintained from the time a student enters

class until the date he officially is withdrawn from class or to the close of the program.

- If a student does not attend class for five consecutive days and the reason is unknown, the student should be removed from the active enrollment list by drawing a line through the name and all spaces remaining in the daily attendance book.
- Transfers: When a student leaves one class in the program, and transfers to another class in the same program, a "T", the date of transfer and the class to which he has transferred should be placed next to his name in the attendance book.
- Withdrawals: After five consecutive days of absence an adult may be withdrawn as of the date of last attendance—note date, reason for withdrawal next to his name, drawing a line from the final date of attendance to the end of the available spaces.

Recording Attendance Summaries:

- Monthly Summary of Attendance: Each month you should total "Possible Class Hours" for each student. Note that many will have different totals, depending on their date of entry into the program. Then total "Actual Attendance." These should be recorded in the attendance record.
- Yearly Summary of Attendance: Total "Possible Class Hours"; total "Actual Attendance." These should be determined and entered for each student.

2.3.4 RETENTION

Students may remain in attendance if:

1. They feel welcomed and accepted.
2. Their integrity as adult human beings is zealously respected.

YOUR CHAIR WAS EMPTY.

Hope you will be able to return to

_____

_____

Teacher

_____

Phone Number

Mott Adult High School

3. They feel secure.
4. They experience some success at each class.
5. They are able to use on the outside what they practice on the inside and to do this from the first class meeting on.
6. They are given a participatory role in planning and evaluating the program.
7. Some polite inquiry to those students who have missed three consecutive class meetings is made. The illustrated preprinted form was developed by the Mott Adult High School, 1231 E. Kearsley Street, Flint, Michigan 48503, and was brought to the attention of the staff through the courtesy of M. Eldon Schultz, Senior Program Officer, Department of Health, Education and Welfare, Region V, Chicago. A form such as this is not likely to alienate the student, but does indicate interest and concern. It also allows the student to initiate contact with the teacher.

2.3.5 FOLLOW-UP

A follow-up of individuals who have completed the program and those who have dropped from the program is an important part of the administrative service. Because it is time consuming and difficult to implement, follow-up is often the weak point in the program. Yet it is a valuable aid in curriculum development and program evaluation. Equally important, follow-up data can provide information substantiating the continued existence of a program.

Some procedures which may be useful in follow-up are:

1. After three consecutive absences, teacher telephones student.

2. If student does not return, his name is given to aide, who makes a second telephone call.

3. If student still does not return, director sends a letter indicating number of classes missed.

4. If there is no response, the student is asked to complete a brief form on which he checks off his reasons for dropping out.

   A check-list often yields more precise information than would be possible if students were simply left to their own devices in supplying a reason for withdrawals. Examples of such follow-up forms follow this section (Figures 2.3.5 [A], 2.3.5 [B], Part E, Figure 2.3.6 [B]).

2.3.6 STUDENT TESTING AND PLACEMENT

It is not recommended that the required reading test be administered during the initial registration period. The entire undertaking may prove so threatening to the student that he will withdraw. Rather a non-threatening oral interview may well provide enough information on the level of competency to permit a reasonable placement within the program. Some steps which may be followed for testing are:

- Scheduling an oral interview for all students for program placement.

- Completing a short written statement for each student attesting to the results of the oral interview which is signed by the teacher (see Figure 2.3.6 [A]). This statement makes provisions for those students who are unable to read *ENGLISH* and provides classifications for Reading Levels I, II, and III. This statement can then be submitted to the Office of Education, Adult and Continuing Education Section.

- Later in the program you may administer a reading test to those students able to take such a test in English. In order to assist in selecting a test, you may wish to consult the Annotated List of Adult ESL Exams, Section 3.6.

As an example of the oral interview used as a placement instrument, we have included two specimens: Figures 2.3.6 [B] and 2.3.6 [C] . Figure 2.3.6 [C] was developed by the Elgin YWCA Adult ESL program and is suggestive of the way in which a program can adapt such an interview to its own use.

2.3.7 UTILIZING THE COMMUNITY

Programs should reflect the communities they serve and should meet the needs of the community. Steps can be taken toward the achievement of these goals by gaining the confidence and support of the community served. To gain this support, you should develop a close and meaningful relationship with your community.

The success of the ESL program will depend upon an effective cooperative effort between it and the community-at-large. A thoughtfully planned community involvement program will help develop unity and purpose between your program and the general public.

Community resources should be as fully utilized as possible with guest speakers, field trips, visits and active interchanges. The following listing of Community Resources may prove helpful. While not exhaustive, it is hoped it may suggest the wide range of community assistance available for investigation.

Community Resources:

- Public Library
- School Libraries
- Labor Unions
- Social Security Offices
- Department of Public Welfare
- Public Health Agencies
- Local Office, National Safety Council
- Better Business Bureau
- Colleges and Universities
- Mental Health Agencies
- Medical Clinics
- Dental Clinics
- Employment Agencies
- Local Business and Industry
- Family Counseling Agencies
- Child Welfare Agencies
- Police Department
- Fire Department
- Local Public Utility Companies
- Driver Education Programs
- Child Psychologists
- Museums
- Recreation Centers
- Religious Organizations
- Ethnic Organizations
- Fraternal Organizations
- Professional Organizations
- Legal Aid Societies

2.3.7.1 Additionally, the following summary is indicative of the range of assistance you may expect from your community.

Government Affiliated Agencies:

Pubiic Health Department—provides varying amount of free or low-cost health care, chest X-rays, and speakers on health and sanitation.

Employment Agencies—can refer students, provide speakers. They are usually willing to speak to adult classes about local job opportunities and educational requirements for employment. These talks will be based on the agency's periodic surveys of the local labor market as well as their personal knowledge of what local employers are looking for.

Office of Vocational Training—provides vocational training and other services to students; speakers for classes. The scope of services offered by this state agency is so extensive that a vocational counselor should speak to the class to explain the program and schedule interviews with individual students.

Civil Defense Program—provides instruction and reading materials. The state or local civil defense coordinator (or any qualified civil defense instructor) can speak to the class on such topics as medical self-help, survival in natural disasters, and survival in case of atomic attack. The program is also a valuable source of free reading materials.

Cooperative Extension Service—provides lectures, demonstrations, and instructional materials. Home Economics Extension personnel will demonstrate and teach many aspects of home management, such as sewing or preparation of attractive, nutritious, and economical meals. This can be done as a part of the ABE class or as a separate program for those who are interested. The Service also has a large collection of reading materials, many of which are written in simplified form.

Children and Family Services—provide counseling. The department of children and family services, as well as other agencies specializing in this area, will visit the homes of students or offer counseling in the agency's offices. Services vary from one community to the other, but they should be known to ABE students via a speaker from the agency or a class visit to it. In some communities, the agency will assist with transportation.

Public Library—provides speakers, free films, tapes, bibliographies, magazines, traveling exhibits. While services vary from one community to another, the special services department of the library will be happy to explore the many areas in which the library can offer service.

Schools and Colleges—provide speakers from among the professional, business, health and supportive service staff. Local schools and colleges may provide special services for health referrals.

Mental Health Institutes—provide brochures, speakers, special information for referrals in counseling.

Consumer Protection Office—provides information on products, services and other subjects of consumer concern. May also provide speakers and lecturers to develop special programs.

Law Enforcement Agencies—provide speakers, various brochures and printed information.

Volunteer Agencies and Civic Groups:

Local Religious Groups—can provide teacher aides, operate nurseries, donate classrooms, or provide other forms of assistance. Local churches and synagogues—particularly their women's auxiliaries, are often looking for worthwhile community projects and will usually be anxious to help the ESL/ABE program if they are made aware of its needs. They can, for example, provide volunteers to work as teacher aides, or might operate a nursery for the class-members' children. Many religious groups can donate classroom space which may be more appealing and more centrally located than a classroom in the local school.

Red Cross and Salvation Army—can extend emergency help to students. Students who need food, clothing, shelter or other essentials because of a natural disaster or some form of personal disaster can obtain help from these agencies while government agencies or insurance companies are investigating their claims. The local Red Cross can also provide instruction in medical self-help, first-aid, baby care for expectant parents, and other related subjects.

Civic Groups and Clubs—many are anxious to begin community improvement projects and will welcome the chance to assist ABE programs. One outstanding example is the Lions Club, which has provided eye care and glasses to thousands of indigent people.

Special Interest Ethnic Groups—may be valuable sources of volunteers, aides or special community advice, services and referrals.

League of Women Voters—provides information about voter registration, candidates and issues in elections, community agencies, and other information about citizenship. While each local League has its own projects, citizenship education of the deprived is a continuing interest of all League groups. The local League might undertake a special project to help ABE students, or can provide speakers and literature (such as political directories) about all aspects of the community's political life to help students understand how they can become participating, voting citizens.

Planned Parenthood Association—can provide literature and speakers. Local planned parenthood groups can provide professional speakers on birth control to address the class, or will provide personal instruction and counseling to those students who are interested in more information on birth control methods.

Other Groups—there are many such as Settlement Houses and the Migrant Council who have years of experience working with disadvantaged people and can give assistance to the ABE teacher or class.

Business and Professional Groups:

Medical and Dental Societies—can set up clinics and provide speakers, some medical and dental societies can be persuaded to set up a clinic at the school to examine ABE students. Individual doctors or dentists may speak to the class about health, hygiene, and related subjects.

Hospitals and Clinics—may provide services similar to above.

Legal Aid Societies—provide legal services and information. Sponsored by local bar associations or law schools, legal aid societies can provide free legal services and advice for those who are unable to pay for it. A spokesman for the local society can explain that group's services to the ABE class, as well as provide general information about legal rights of citizens.

Labor Unions—will recruit students and help in a variety of ways. Local labor organizations have long been interested in adult basic education. Their education officers often serve on lay advisory committees to ABE programs, and may contribute time, money, or facilities to help the program in some appropriate way.

Private Business and Industry—provide free literature or other materials, and encourage tours. They may be able to provide a variety of reading materials and other equipment or supplies for the program. They may also help the teacher plan class visits to their plants or offices. Many will provide speakers.

Employment Agencies—Public, Private and Institutional Placement Offices—can provide speakers, brochures, employment forms, etc.

OEO/Type Programs:

Local Community Opportunity Centers—provide tailor-made local services such as recruiting, providing teacher aides, conducting nurseries, or administering projects and direct grants. They are staffed by local people and are responsible to local conditions. There is virtually no limit to the variety of services which can be worked out with the local agency.

Project Head Start—the head start program provides pre-school education to deprived children from ages 3 to 6 so that they will be able to profit more from first grade and elementary public school education. Programs for parents are often conducted in the same location (or parents may be referred to ABE classes), so that they will be in a better position to help their children keep the head start they have acquired.

The Job Corps—provides job training to young men and women. Aside from trying to make disadvantaged young people employable, the Job Corps encourages them to return to school, obtain a job, or to join the armed forces after training is completed. Teachers may want to refer some of their younger students to the Job Corps, and should keep older students informed of the opportunities it offers their children.

2.3.7.2 ADVISORY COMMITTEE

One of the most effective methods of involving the community is through the establishment of a community advisory council. It is self-evident that an advisory council should be truly representative of the entire community and of the sub-communities therein. If the council is to be truly representative it should include an administrator, former students, presently enrolled students, representatives from business and labor, representatives of public and community agencies, professional associations, minority groups and any other community groups which can be identified.

To function effectively an Advisory Council should have:

- explicitly stated goals and characteristics of the program
- clearly defined internal and external operations

The degree of involvement and responsibility of the council will of course vary greatly from program to program. Generally, however, you may wish to have an advisory council assist you in such areas as:

- conducting a needs assessment
- designing a systematic approach to establishing program goals, objectives, outcomes, evaluations
- interpreting the Adult ESL program to the greater community as part of an effort to secure and maintain public support
- refining and supporting recruitment programs
- refining total program offerings
- sources of voluntary resource persons for program enrichment

The Advisory Council, formed as it is of community leaders, considers a cross-section of needs when making its recommendations. It tends to keep the administrator sensitive to the broader community, and to keep the broader community sensitive to the needs of the ESL adult program.

Figure 2.3.2.1

ESL MATERIALS EVALUATION FORM

Evaluator _____
Program _____
Title _____
Date _____

Objective: This form is designed for use by the staff of adult basic and continuing education centers in their evaluation of ESL/ABE materials. Its purpose is multi-faceted in that it is both an analytical device and also an instructional instrument directing and broadening thought on how a particular teaching design can be integrated with other existing materials. These forms will be of special value to those ESL instructors who come to preview materials at the BESC.

Title _____

Author _____

Publisher _____

Category *(check where appropriate)*:

- ☐ series
- ☐ basic text
- ☐ workbook
- ☐ teacher's manual
- ☐ grammar
- ☐ composition
- ☐ reader
- ☐ conversation
- ☐ pronunciation
- ☐ tapebook
- ☐ vocabulary
- ☐ spelling
- ☐ student reference
- ☐ film
- ☐ tape
- ☐ filmstrip
- ☐ chart
- ☐ poster
- ☐ flashcards
- ☐ language master cards
- ☐ microfiche
- ☐ kit
- ☐ record
- ☐ other *(specify)*

_____

Hardware necessary for implementation of this material: _____

_____

Method of instruction:

- ☐ programmed: ☐ linear ☐ branching
- ☐ self-directed
- ☐ teacher-directed activity only
- ☐ other *(specify)*

_____

Designed for what level:

- ☐ beginning
- ☐ intermediate
- ☐ advanced

Figure 2.3.2.1 – Contd.

EACH ITEM SHOULD BE MARKED +, –, or 0 + = YES – = NO 0 = NOT APPLICABLE

GENERAL FORMAT AND APPROACH

- ☐ adult oriented
- ☐ legible
- ☐ challenging
- ☐ interesting
- ☐ flexible (can be reorganized within itself and/or with other materials)
- ☐ innovative in its approach
- ☐ clear, concise, and adequate directions

- ☐ special instructions given to the teacher
- ☐ models are provided
- ☐ to be used with one specific language group–specify _____
- ☐ presents aspects of U.S. culture
- ☐ provides for acquisition of language skills: listening, speaking, reading, writing
- ☐ activities integrate the four basic skills
- ☐ development of skills is sequential
- ☐ development of skills is gradual
- ☐ development of skills is logical
- ☐ development of skills is reinforced
- ☐ strictly supplementary
- ☐ can stand alone
- ☐ is integrated with other material
- ☐ a theory of second language instruction is evident
- ☐ provides for out-of-class practice
- ☐ provides for testing of skills
- ☐ my students really need this material (identify students) _____

Comments: _____

_____

Figure 2.3.2.1 – Contd.

PRONUNCIATION

- ☐ schematic diagrams and pronunciation keys are clear and easy to follow
- ☐ key approaches—aural, visual, oral, and kinesthetic are used in teaching pronunciation
- ☐ provision is made for listening practice
- ☐ a sequence is followed in teaching sounds
- ☐ adequate number, type, and variety of drills provided

Comments _____

_____

GRAMMAR/DRILLS

- ☐ grammar is presented through diagrams, dialogues, or reading passages
- ☐ repetition is provided through model sentences
- ☐ a variety of practice activities for grammar items is provided
- ☐ drills are appropriate for each practice situation
- ☐ drill items are logically grouped for student perception and performance
- ☐ drill utterances represent actual spoken English
- ☐ real communication exercises are provided
- ☐ grammar items are reintroduced in following communication activities

Comments _____

_____

READING PASSAGES

- ☐ interesting to adults
- ☐ recombine vocabulary and grammar
- ☐ treat current topics
- ☐ accompanied by adequate comprehension tests

Comments _____

_____

WRITING

- ☐ models are given
- ☐ models are scaled by difficulty, purpose, or topic
- ☐ models provide for a variety of levels of formality
- ☐ writing activities reinforce listening, reading, and speaking activities
- ☐ writing is taught during the other skills
- ☐ writing is taught after the other skills
- ☐ writing is controlled
- ☐ skills leading to free composition are introduced sequentially
- ☐ a variety of writing purposes is taught
- ☐ style is taught
- ☐ kind of writing taught is what the students really need

Comments _____

_____

Figure 2.3.2.1 – Contd.

VOCABULARY

- ☐ in harmony with probable experiences and centers of interest of adult students
- ☐ systematically taught and reintroduced
- ☐ pictures introduced to clarify important concepts
- ☐ study activities included

Comments _____

_____

TEACHER'S MANUAL

- ☐ directions are easy to understand
- ☐ is necessary for daily use of material
- ☐ has a placement guide for materials
- ☐ provides suggestions for diagnosis of specific skills
- ☐ has supplementary material
- ☐ describes a variety of teaching methods

Comments _____

_____

GENERAL COMMENTS

Have you used this material? _____

Was it effective? Was it a drag? Was it fun to use? Would you use it again? Would you like to toss it into the garbage?

_____

_____

Strong points of the material (be specific) _____

_____

Weak points of material (if certain pages/sections provide problems, list them) _____

_____

_____

If you haven't used it, would you? _____

We would appreciate any additional candid comments you would like to make concerning this material.

Prepared by Joanna Sculley and John Daugherty, Arlington Heights, Illinois, 1975.

Figure 2.3.5 [A]

INFORMATION CHECKLIST

Name _____ Date _____ Age _____ Sex _____

Check any of the following that are appropriate at entry and at termination:

	At Entry	At Termination
1. Entered the program for the first time at this registration	☐	☐
2. Employed full-time	☐	☐
3. Employed part-time	☐	☐
4. Not employed	☐	☐
5. Receiving public assistance	☐	☐
6. Learning English as a second language	☐	☐
7. Does not use English as primary language	☐	☐
8. Is a U.S. citizen	☐	☐
9. Found a better paying job	☐	☐
10. Has been promoted in their job	☐	☐
11. Received 8th grade diploma as a result of the program	☐	☐
12. Enrolled in education/training after ABE	☐	☐
13. Passed GED test	☐	☐
14. Enrolled in high school completion program	☐	☐
15. Received a drivers license during program	☐	☐
16. Registered to vote during program	☐	☐
17. Received training in completing tax forms	☐	☐

Fill in the following:

18. Number of children 0-5 years living in residence? _____

19. Number of children 5-18 years living in residence? _____

Developed by William Rainey Harper College Adult Education Program, Palatine, Illinois.

Figure 2.3.5 [B]

TO:

FROM: Noreen Lopez – Coordinator, Adult Basic Education

To improve our program it is necessary to find out why students stop coming to classes.

It would be most helpful if you would please check off the reason or reasons you stopped attending and return the form in the enclosed pre-addressed and pre-stamped envelope.

Thank you very much.

REASON FOR LEAVING:

a. ☐ Transportation problem
b. ☐ Shift change
c. ☐ Got all you wanted from the class
d. ☐ Second job or overtime
e. ☐ New job placement
f. ☐ Class did not meet your needs
g. ☐ Dissatisfied with program
h. ☐ Other (specify):

Para mejorar nuestro programa es necesario investigar la razón o razones por la que los estudiantes dejaron de asistir a clase.

Nos ayudaría mucho si usted hiciera el favor de marcar la razón o razones por las que usted dejó de asistir. Haga el favor de devolver la forma en el sobre que se le ha enviado.

Muchísimas gracias.

RAZONES:

a. ☐ Problema de transporte
b. ☐ Cambio de horario de trabajo
c. ☐ Recibió todo lo que esperaba de la clase
d. ☐ Segundo empleo o trabaja tiempo extra
e. ☐ Cambio de empleo
f. ☐ La clase no cubrió sus necesidades
g. ☐ No estuvo satisfecho con el programa
h. ☐ Otras razones (Especificar)

Follow-up letter developed by William Rainey Harper College, Adult Education Program, Palatine, Illinois.

Figure 2.3.6 [A]

READING LEVEL CERTIFICATION

Date _____

Student's Name _____

☐ Unable to read English

☐ Reading Level I (grades 0-4)

☐ Reading Level II (grades 5-8)

☐ Reading Level III (grades 9-12)

Based on the results of the oral interview conducted at student registration and/or the reading test administered, I certify that _____ reads English at the above appropriately checked level.

_____
Teacher's Name

Developed by Elgin YWCA, 220 East Chicago Street, Elgin, Illinois 60120

Figure 2.3.6 [B]

THE INFORMATION SHEET AS A PLACEMENT INSTRUMENT

A considerable amount of information is necessary in order to complete each student's file-folder and it is felt that several things might as well be accomplished at once, so questions relating to the file-folder information are used as the basis for a placement instrument. This test is devised in such a manner that the student feels he is filling out an application questionnaire rather than taking an examination.

Later, the student's instructor or the teacher aide can transfer the information from the placement instrument to the file. The placement instrument accomplishes at least three purposes simultaneously. One, it offers a gross placement for the incoming student. Two, it accumulates necessary information for the student's information file. Three, it puts the student "at ease" in the sense that the student feels that he is still in the preliminary stages of his enrollment and is not yet under stress. Also, the instrument gives a good beginning for judging the student's usable vocabulary, grammar, punctuation, spelling and reading ability.

The following placement level is included as a suggested guide:

LEVEL I	Low Beginning	• Cannot read and answer any questions • Answers Q. 1, 2, 3 with incomplete sentences, many errors; omissions • Reads and answers as above
	High Beginning	• Answers Q. 1-5; fair control, few omissions • Answers Q. 6-10 with correct information; many errors; omissions
LEVEL II	Low Intermediate	• Answers Q. 1-10 correctly; few errors or omissions • Answers 11 and 12 hesitantly; many errors and omissions; non-comprehension of 13, 14 or 15
	High Intermediate	• Answers Q. 1-15 correctly; few errors; few omissions • Difficulty understanding Q. B 1-3; answers hesitantly; many errors and omissions
LEVEL III	Low Advanced	• Answers Q. B 1-3 fluently and correctly • Understands Q. B 4-7; responds hesitantly; many errors and omissions
	High Advanced	• Answers all questions through B 7 fluently; few errors; possibly heavy pronunciation confusions; errors in perfect tenses

Figure 2.3.6 [B] – Contd.

ESL/ADULT BASIC EDUCATION PROGRAM

Participant Information Sheet

Institution _____

Interviewer _____ Date _____

A – PERSONAL HISTORY

1. What is your name? _____
2. What is your address? _____
3. What is the date today? _____
4. What is your Social Security No.? _____
5. Do you have a telephone? ____ What is the number? _____
6. Are you married? _____ What is your husband's name (or wife's name)? _____
7. Do you have children? ___ How many? _____
8. When were you born? Month _____ Day _____ Year _____
9. Where were you born? City _____ State _____ Country _____
10. Do you have a car? _____
11. If so, what kind? _____ What is the license number? _____
12. Do you have an Illinois driver's license? _____
13. Where are you employed? _____
14. Are you employed full-time or part-time? _____
15. How long have you worked for your present employer? _____

B – EDUCATIONAL HISTORY

1. Did you go to elementary school? ___ Where? _____
   What is the last grade you completed? 1 2 3 4 5 6 7 8
2. Did you go to high school? ____ Where? _____
   What is the last grade you completed? 1 2 3 4
3. Did you go to college? ___ Where? _____
   What is the last grade completed? 1 2 3 4
4. Have you had any other education or training? _____
   What kind? ___ _____ Where? _____
5. Can you read:
   _____ English
   _____ Spanish
   _____ Other
   _____ Not at all
6. Have you ever attended school in the U.S.? ☐ Yes ☐ No
   Where? _____ How long? _____
7. How long have you been in the U.S.? _____

Figure 2.3.6 [B] – Contd.

To be completed by authorized program staff

C – EDUCATIONAL PLACEMENT

Date	Kind of Test	Results

Progress Report

Enrollment Date	Course	Completion Date	Certificate Hours	Exit Date	Reason

Referrals	Date
1. To Counselor	
2. To Vocational Training	
3. To Employment	
4. To Other Classes	
5. Other	
6. Other	

Completion	Date
1. ESL Program	
2. 8th Grade Diploma	
3. G.E.D.	
4. Other	

Figure 2.3.6 [B] – Contd.

D – CERTIFICATE RECORD

Date Certificate Received _____

Class _____

No. of Hours _____

E – FOLLOW-UP

Reason for Separation	Check
1. To take a job	☐
2. To take a better job	☐
3. To enter another training program	☐
4. Met personal objective	☐
5. For lack of interest	☐
6. Because of health problems	☐
7. Because of transportation problems	☐
8. Because of child care problems	☐
9. Because of family problems	☐
10. Because of time class/program is scheduled	☐
11. Because of class/program termination	☐
12. For other known reasons	☐
13. For unknown reasons	☐

Additional Information

1. Is enrolled in an urban ABE Program	☐
2. Is enrolled in a rural ABE Program	☐
3. Is enrolled in program who is employed	☐
4. Is enrolled in program who is unemployed	☐
5. Is enrolled in program who is receiving public assistance	☐
6. Is on waiting list to enter program	☐
7. Achieved Eighth Grade Diploma through program	☐
8. Enrolled in High School Diploma Program after completing ABE Program	☐
9. Passed G.E.D. test	☐
10. Graduated from high school after starting in Adult Education Program	☐
11. Enrolled in other Education/Training Program	☐
12. Was removed from Public Assistance Rolls	☐
13. Obtained jobs as a result of Adult Education experience	☐
14. Changed to or was upgraded to a better job as a result of program	☐
15. Registered to vote for the first time	☐
16. Received U.S. Citizenship	☐
17. Received driver's license	☐
18. Received training in completing income tax forms	☐

Figure 2.3.6 [C]

STUDENT REGISTRATION FORM **ENGLISH AS A SECOND LANGUAGE**

Name _____ Date _____

Address _____ Interviewer _____

Phone _____ Reading Level _____

Birthday & Age _____

Male _____ Female _____

Place of employment _____

Full time _____ Part time _____

How long in U.S.? _____

Educational History (circle last grade completed) Where?

1. Grade School 1 2 3 4 5 6 7 8 _____
2. High School 1 2 3 4 _____
3. College 1 2 3 4 _____
4. Other education How long?

(Include English classes, if any) _____ _____

_____ _____

Read a newspaper in native language? _____

Read a newspaper in English? _____

Children ..... _____ Number School Age _____ Number Pre-School Age

List names and ages of children enrolled in YWCA child care program. Please indicate any special problems.

Personal class objective:

Developed by the Elgin YWCA, 220 E. Chicago Street, Elgin, Illinois 60120

Figure 2.3.6 [C] – Contd.

Please circle correct response:

Are you a citizen of U.S.? ..... Yes No

Are you a registered voter? ..... Yes No

Are you an Armed Forces veteran? ..... Yes No

Are you head of household? ..... Yes No

Do you speak English in your home? ..... Yes No

How did you hear about the English class?

_____

Class Placement

Date	Location	Teacher/Level	Completion Date	Drop Date	Reason

Testing Record

Kind of Test	Date	Result	Date	Result

Developed by the Elgin YWCA, 220 E. Chicago Street, Elgin, Illinois 60120

2.4 STAFF DEVELOPMENT

Program administrators should encourage and foster staff development activities. It is important to provide ways in which the staff can participate actively in both the planning and training aspects of their development. To encourage such participation, you may wish to consider some of the following suggestions:

- develop and maintain staff profiles including training, experience, talents, interests, areas of expertise
- schedule meetings at least once a month (or, if this is not possible, schedule and hold regular meetings)
- schedule staff meetings either when demands on staff time are minimal or when released time can be secured
- discuss program structure and funding with staff
- review proposal goals and objectives
- discuss program planning and budget preparation with staff
- review present budget and its implications
- solicit staff recommendations, within limits of budget and program, for staff development activities
- solicit staff recommendations for expenditures of budgeted items
- review staff development activities available locally, regionally, state and nation-wide
- include budget item for staff participation in available staff development activities (i.e., attendance at staff development activities—regional, state, federal and professional conferences; reimbursement for travel to Curriculum Resource Center, etc.)
- review these options regularly with staff
- develop a professional library for staff; review with staff
- review materials, brochures, handbooks, curriculum guides, media with staff
- budget for and schedule periodical local program staff development activities based on staff input
- schedule time and space for staff to work together
- cooperatively develop and review handbooks for staff and students
- prepare and distribute regular report of staff meetings and activities
- arrange for staff to visit other local programs, community service organizations, etc.

- interpret local, state and federal policies and practices with the staff
- make available resource people with first-hand training and experience in adult ESL
- delegate responsibilities to students, staff members—providing opportunities for these staff members to make their findings available to others
- provide opportunity for staff to demonstrate their instructional abilities to other teachers

2.5 PROGRAM EVALUATION

Program evaluation should:

- provide information necessary for general improvement of program with respect to its goals and objectives
- provide supporting evidence for program changes or budget requests
- help keep the program in tune with the changing needs of students and community

The following principles of evaluation may prove useful:

- self-appraisal is usually more meaningful than outside appraisal
- everyone concerned with the instructional process should be involved in the evaluation. Administrators, instructors, regional supervisors, students, former students, aides, counselors, community representatives are all involved in the process
- comparison with self leads to more growth than comparison with others. Compare what is with what should be on the basis of your program goals and objectives
- evaluation offers the greatest potential benefit if it is a continuous, integral part of the program

An Instructional Process Evaluation Kit prepared for the Adult English as a Second Language program is available from the Adult English as a Second Language Unit of the Bilingual Education Service Center. It includes a series of questions and probes to aid in determining how well the instructional process is meeting the goals and objectives of the program. The kit includes a form for teacher self-evaluation and two forms for student evaluation of instruction—one intended for beginning/intermediate levels, the other for intermediate/advanced levels.

Because student evaluation of program effectiveness is often neglected we are including here three evaluation formats. Figure 2.5 [A] is a relatively short Class Practices Evaluation designed for the beginning level class and reflects the work actually done in class. Figure 2.5 [B] is also intended as a class evaluation form. It is designed for use by students who have completed the intermediate or advanced levels. The last form, Figure 2.5 [C], is designed to help students evaluate their experiences with the total program.

Figure 2.5 [A]

Section _____ Date _____

English as a Second Language

Class Practices Evaluation

Please be honest! You may sign your name but it is not required.

	I want more (I like)	It's O.K.	I want less (I don't like)
1. Spelling	_____	_____	_____
2. Pronunciation	_____	_____	_____
3. Oral reports by students	_____	_____	_____
4. *Mastering American English*	_____	_____	_____
5. Listening Exercises	_____	_____	_____
6. Writing	_____	_____	_____
7. Conversation	_____	_____	_____
8. Coffee break	_____	_____	_____
9. Verb study	_____	_____	_____
10. Field trips	_____	_____	_____
11. Guest speakers/movies	_____	_____	_____
12. Dictionary practice	_____	_____	_____
13. Reading	_____	_____	_____
14. Vocabulary Building	_____	_____	_____
15. _____	_____	_____	_____
16. _____	_____	_____	_____

Suggestions of topics for practice and conversation (example: *first-aid, describe symptoms to a doctor):*

Comments and suggestions:

Figure 2.5 [B]

CLASS EVALUATION

Instructor _____
Class _____
Date _____

	Excellent	Very Good	Good	Fair	Poor
1. How would you rate this class?					
2. What is your evaluation of the teacher?					
3. What is your evaluation of the teacher aide?					
4. How well were points clarified and illustrated?					
5. Was there a chance for questions?					
6. Did you have a chance to participate?					

Figure 2.5 [B] – Contd.

7. Would you recommend this class to others?

☐ Yes ☐ No

8. Could you apply what you learned in each class?

_____

_____

_____

9. What is your overall rating of the program?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

10. What feeling did you have while in class? Check the appropriate answer.

	Often	Sometimes	Never
Frustrated	☐	☐	☐
Challenged	☐	☐	☐
Annoyed	☐	☐	☐
Confused	☐	☐	☐
Satisfied	☐	☐	☐
Proud	☐	☐	☐
Embarrassed	☐	☐	☐
Bored	☐	☐	☐
Comfortable	☐	☐	☐
Uncomfortable	☐	☐	☐
Happy	☐	☐	☐

Figure 2.5 [C]

STUDENT EVALUATION

Name _____
Soc. Sec. No. _____
Date _____
Class _____

	What I Want to Know	Did I Learn Enough		Comments
I	**Language Goals**	As Much As Expected	Not As Much As Expected	
	Speaking	_____	_____	_____
	Pronunciation	_____	_____	_____
	Reading	_____	_____	_____
	Writing	_____	_____	_____
	Increased Vocabulary	_____	_____	_____
	Job Related Vocabulary	_____	_____	_____
	Listening Skills	_____	_____	_____
II	**Information Goals**			
	Emergency Service (Health, Fire, Police, Accident, Legal)	_____	_____	_____
	How to Use the Phone	_____	_____	_____
	Insurance (Auto, Health, Life)	_____	_____	_____
	Driver's License Information	_____	_____	_____
	How to Become a Citizen	_____	_____	_____
	Social Security (Disability, Medicare, Retirement Corrections)	_____	_____	_____

Based on a form used in the Harper ESL/ABE Program, Palatine, Illinois

Figure 2.5 [C] – Contd.

What I Want to Know	Did I Learn Enough?		Comments
	As Much as Expected	Not As Much As Expected	
Information Goals (contd.)			
Community Service (Food Stamps, Public Aid, Library, Voting, Recreation, Consumer Fraud)			
III. Long Range Goals			
Eighth Grade Diploma			
GED Certificate			
Vocational Training Opportunities			
Professional Training Opportunities			
IV. Employment Goals			
Job Forms (Applications, Time Cards, Leaves of Absence)			
Employment Opportunities			
Unions			
Tests for Job Upgrading			
Job Related Math			
V. Consumer Education Goals			
Payroll Deductions			
Income Tax			
Credit			
Managing Your Money			

Figure 2.5 [C] – Contd.

What I Want to Know	Did I Learn Enough?		Comments
Consumer Education (contd.)	As Much as Expected	Not as Much As Expected	
Checking, Savings Accounts			
Rent Problems			
Salesmen Problems			
Advertising			
Use of Newspaper			
Other Goals			
. . . . .			
. . . . .			
. . . . .			
. . . . .			

Suggestions for Improving Classes: